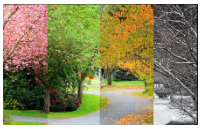
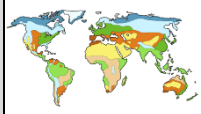
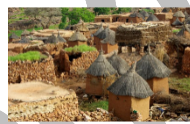
Geography Curriculum

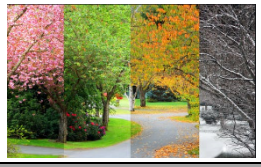
Geography Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Our Local Area 		Animals and their Habitats 		People and their Communities 
Year 2	Journeys – Food 		Seasons 		Our Wonderful World 	
Year 3	Our World 		Climate and Weather 		Coasts 	
Year 4		Earthquakes and Volcanoes 		Rivers and the Water Cycle 		The Americas 
Year 5		Changes in our Local Environment 		Journeys – Trade 		Europe – A Study of the Alpine Region 
Year 6	Protecting the Environment 		South America – The Amazon 	Protecting the Environment	Our World in the Future 	

Year 1

	Autumn Term	Spring Term	Summer Term
	Our Local Area 	**Animals and their Habitats** 	**People and their Communities** 
	Autumn 2	**Spring 2**	**Summer 2**
Enquiry Question	**What's it like where we live?**	**Where do our favourite animals live?**	**Where in the world do these people live?**
Key Skills	• identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/rarely • learn about maps, map-making and symbols.	• name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills.	• name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary.
Knowledge	Children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Is it North or South of a river the settlement was built on? What borough, council ward, parish or group of streets is your catchment area? Where do the local boundaries lie? Do geographical features such as a stream/river/park make a difference? Is the school on a housing estate, near a landmark? Is it named after a notable person or near a major road?	The children will have a chance to develop a wider perspective and mental map of the geography of the continent, countries and landscapes that the animals live in. They will start to see why these creatures live there. They will touch on reasons why some creatures might be endangered, but such reasons can be complex. Starting with what children know about a particular animal's habitat, daily life, habits and characteristics, we can then begin to look at issues facing landscapes, countries and continents that the animals live in. Consider those creatures that they share homes with, and how humans can set aside areas to protect a species.	The children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for a focus on teaching about continents, and then moving children beyond just locational knowledge to a deeper understanding of place knowledge. Be mindful of presenting simplistic, single-view images of countries or whole continents; how can we ever tell a complete view of a location?
Key Vocabulary	Restaurant, high street, supermarket, place of worship, bus stop, train station, hospital, car park, river, pond, park, playground, wood, hill, block of flats (medium height and tall), bungalow, semi-detached house, stone cottage, school, near, far, Edinburgh, Cardiff, London, Birmingham, Snowdon, Isle of Wight, Fort William, Caernarfon castle, Manchester, East Anglia, map, plan, above, aerial, bird's-eye view, familiar, see clearly (plain view), hidden, navigation, grid, symbols, above, aerial, bird's-eye, open space, green space, field, park, forest, woodland, landmark, park, golf club, allotments, beach, cliffs, promenade, often, rarely	World, continent, Europe, Africa, North America, South America, Oceania, Asia, Antarctica, country, Great Britain, Ireland, North Pole, South Pole, Southern Ocean, polar, emperor penguin, China, Indonesia, Pakistan, Bangladesh, Turkey, India, Russia, Japan, hot, cold, wet, dry, windy, calm, snowy, sea, underwater, Arctic, Atlantic, Indian, (South) Pacific and Southern, Australia, Ningaloo Reef, harmless, filter feeders, shark, various seas, red panda, whale shark, herd savannah, South Africa, journey, distance, far, near, land, thousand (e.g. 6000 miles), warmer, spring, summer, autumn, winter, globe, migration, giant panda, African elephant, swallow, dark, bright, sunny, empty, busy	World, United Kingdom, England, Wales, Scotland, Northern Ireland school, car, coach, plane, buildings, high street, landmark, sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, buoys, windsurf/surfboard, windbreaks, cafe, deckchair, inflatable boat, bucket, spade, lifeboat, rainforest, remote, hot, wet, home, different, tall trees, animals, noisy, sun, Africa, dry, glass, steel, brick, concrete, wood, Timbuktu, Mali, mosque, climate, Equator, same, different, similar, Continent, country, city, capital, landmark, mountains, harbour.
Resources Required	Collection of 10-15 local area pictures, large art paper to make a collage, Images from newspapers or holiday brochures, or images printed from the teaching slides. An OS map, town plan, road map or paper map of your local area. A simple 'muddled-up' map of your classroom as a line-drawn be created before the lesson), simple map of your classroom as a line-drawn plan with everything in the correct place, aerial photo of the area, sticky notes.	An ice cube, photos, map of Antarctica, a toy panda, continents map, toy elephants, photos of different landscapes the swallow flies over as they migrate.	Suitcase with a teddy bear inside, a range of images of school and locality, aerial view of the area around the school, a photo of the high street, sugar paper, materials for creating a beach scene or sculpture, a bowl of soil mixed with water, images of UK domestic architecture with a focus on the local building material, images of Mali, a selection of photos from New York, Beijing and Sydney, in-flight food,

Year 2

	Autumn Term	Spring Term	Summer Term
	Journeys – Food 	**Seasons** 	**Our Wonderful World** 
	Autumn 1	**Spring 1**	**Summer 1**
Enquiry Question	**Where does our food come from?**	**What are seasons?**	**What are the wonders of our World?**
Key Skills	• understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	• develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key.	•name, locate and identify characteristics of the seven continent sand oceans •use world maps, atlases and globes •understand geographical similarities and differences when studying both human and physical geography •identify the locations of hot and cold areas around the world •use basic vocabulary to refer to physical and human features •develop knowledge about the world.
Knowledge	The children will be learning about regional food to support their greater understanding of the map of the UK. They will learn about how our food gets to us – planting, growing and rearing livestock and crops, processing and transporting – occurs with even the simplest meal we eat. The throwing away and waste of produce is another important aspect of the children's understanding of the food industry. They will survey the amount thrown from school lunches every day and find out where this food goes to.	The children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather-related vocabulary.	The children will enhance and solidify their geographical general knowledge and give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders. • Great Wall of China • Mount Erebus • Golden Gate Bridge • Louvre • Christ the Redeemer • Ulura (Ayres Rock) • Suez Canal
Key Vocabulary	High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food, Kitchen, food, lunchbox, food story, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered, tractor, big or small area, flat, hilly, mountainous, stream/river, coastal, fields, eggs, chickens, wheat barley, Cow, milk, farm, farmer, wheat, barley, oilseed rape, pasture, grassland, United Kingdom, Wales, Scotland, Northern Ireland, flat, lowland, pig, pork pie, oats, oatcakes, traditional, picnic, South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East, landscape, landmarks, human, physical	Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week wind, change, compass, blown, north, south, east, west, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright, observe, wind, change, climate, region, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic	River, wonderful, desert, Congo, Yangtze, Amazon, Nile, Volga, Mississippi, Asia, Africa, North America, Nigeria, USA, China, San Francisco, Hong Kong, Lagos, UK capitals, Edinburgh, London, Cardiff, Belfast, trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies, high, long, wide, wonder, deadly, freezing, wild, up-and-down, high-flyer, rollercoaster, cold, mountain, hill, ridge, cliff, highland, moor, mound, rivers, rocks, snow, ice, Everest, UK, Botanical garden, opera house, arena, museum, stadium, hotel, place of worship, shops, Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa Physical features: Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctica
Resources Required	Local images of high streets, retail parks and markets, role-play toys such as plastic fruit and vegetables, packaging, tills, money, etc, real foods, glass of milk,	Highlighter pens, weather symbols, paper, paper/card, people outlines, craft materials, dolls/teddies, a selection of clothes, cardboard boxes, local area	Craft materials, map of the UK, World Wonders big book, mountaineering clothes, images of the skylines of the major world cities.

Year 3

	Autumn Term	Spring Term	Summer Term
	Our World 	**Climate and Weather** 	**Coasts** 
	Autumn 1	**Spring 1**	**Summer 1**
Enquiry Question	**Where on Earth are we?**	**Why is climate important?**	**Do we like to be beside the seaside?**
Key Skills	• improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world.	• locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations.	• extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.
Knowledge	They children will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used to pinpoint global locations. They will learn that different ways of describing a location on the Earth's surface depend on scale. Locally, the children know some compass points, and the address defining the location of their home and school. They will look at different grid systems such as alpha-numeric, OS grid references, Global Positioning Systems (GPS) and describe precise location on the Earth's surface, forming a geographic coordinate system.	The children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity. They will learn about the difference between weather and climate.	Children will learn about the coast of the British Isles. Advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.
Key Vocabulary	Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address, postcode, county, country, continent, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean	Weather, weather forecast, season, climate, climate zone, polar, temperate, equatorial/tropical/rain forest; biome, flora, fauna, vegetation Temperature, frozen/freeze/freezing, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna – polar tundra and alpine tundra, caribou, reindeer, polar bear, penguin, seal, Northern and Southern Hemisphere, permafrost, taiga, desert, sub-tropical, Sahara, Namibian and Mojave Desert, dry, arid, rain shadow, Monsoon, Cherrapunjee, Mawsynram, India, , deciduous (trees), seasons, flora (plants), fauna (animals)	Sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism, Benidorm, Mediterranean, Sand, rock, beach, cliff, industry, fishing, harbour, physical features, human features, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching, Erosion, deposition, tides, storm, resistance, Antarctica, cruise, Port, dock, harbour, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, economic activity, trade, sea food, rock pool, shells, climate change, rising sea level, inundation, archipelago, St Lucia, Seychelles, Maldives, Galapagos

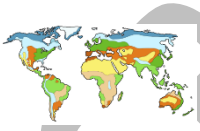
Resources Required	Child-made globes, globes, a selection of world maps and atlases, materials to make their world map inflatable globe, a torch, webcams from around the world, clocks	Map of our world, map of world annual average air temperature, map of world climate zones, weather forecast, globe, atlas	Postcard-sized card for every child, outline map of the UK, postcards from seaside locations, atlases, globes. material to make a rock pool model, a fresh fish, holiday brochures

Year 4

	Autumn Term	Spring Term	Summer Term
	Earthquakes and Volcanoes 	**Rivers and the Water Cycle** 	**The Americas** 
	Autumn 2	**Spring 2**	**Summer 2**
Enquiry Question	**How does the Earth shake, rattle and roll?**	**How does the water go round and round?**	**Can you come on a Great American Road Trip?**
Key Skills	• describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. • learn about the 'Pacific Ring of Fire'.	• name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle.	• enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/computer mapping • learn to use the eight points of a compass.
Knowledge	Children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types.	This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK's major rivers, the River Thames. Some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action.	The children, inspired by Johnny Cash singing 'I've been everywhere', travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents.
Key Vocabulary	Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, Java and Sumatra (both Indonesia), Philippines, Mid-Atlantic Ridge, Iceland, Active, dormant, extinct, Popocatépetl, Iztaccíhuatl, Mexico, 'Ring of Fire', Hazard, risk, danger, tsunami, Cotopaxi, Ecuador, advantages, disadvantages, social, environmental, economic, Tigua, Quechuan, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy	River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, clouds, transpiration, sun, heat, sea, water vapour, droplets, precipitation, snow and hail, hydrological cycle, valley, (Thames) basin, urban, rural, village, town, city, capital city, gradient, glacier, Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Tianshan, Snowdonia, Drakensburg, Antarctic, OS map, grid reference, key, upstream, downstream, erode/erosion, transport/transportation, deposit/deposition,	City, state, country, continent, North America, South America, northern hemisphere, compass points, city, country, continent, South America, region, Brazil and other South American countries, southern hemisphere, Types of buildings (e.g. skyscrapers, public buildings, religious buildings), route ways, city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains, Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes)

		percolate/percolation, infiltrate/infiltration, rain/precipitation	
Resources Required	Dramatic footage of earthquakes and volcanoes, hard boiled egg, slice of bread, plank of wood, models of volcanoes, interactive map.	Natural materials, watering cans, plank of wood, water cycle story, collage materials, atlas, books on rivers, Local 1:50 000 or 1:25 000 OS map	Globe, atlas, map, map of North America and South America, route 66 song.

Year 5

	Autumn Term	Spring Term	Summer Term
	Changes in our Local Environment 	**Journeys – Trade** 	**Europe – A Study of the Alpine Region** 
	Autumn 2	**Spring 2**	**Summer 2**
Enquiry Question	**How is the UK changing?**	**Where does all our stuff come from?**	**Where should we go on holiday?**
Key Skills	• name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.
Knowledge	The children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change,	The children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods. The UK imports goods from all over the world. The top five products imported by the UK are: petrol, cars, packaged medicaments, computers and vehicle parts. The top five import origins to the UK are Germany, China, Netherlands, USA and France.	The children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.
Key Vocabulary	Continent, country, region, city, county, borough, locational language, compass points, physical and human features British Isles, Great Britain, UK, Sustainability,	Names of continents and relevant countries and regions, import, trade raw materials, man-made, native, season, biome, climate, recycle, reuse,	Continent, country, region, settlement, city, town, village, roads, houses, canals, river, mountain, lake, longitude, latitude, tropic of cancer,

	legacy, region, regeneration, development, roads, houses, canals, cathedral, city, enquiry, local area, enquiry, local area, sustainability, past, present, future	fair trade,, country of origin, import, producer, retailer, consumer, trade, sustainability, locally sourced	north, south, east, west, names of continents and relevant European countries and regions, industry, agriculture, tourism, avalanche
Resources Required	Alas, map of UK, map of North Yorkshire, photos of our area, photos of Coventry before and after 1940, Sketchbooks/Clipboards with paper and pencils, ipads, tracing paper.	Atlas, fruit salad, new cotton t shirt, old cotton t shirt, ipads.	Atlases, inflatable globe, sand, three colours of playdough, ipad.

Year 6

	Autumn Term	Spring Term	Summer Term
	Protecting the Environment 	**South America – The Amazon** 	**Our World in the Future** 
	Autumn 1	**Spring 1**	**Summer 1**
Enquiry Question	**Are we damaging our world?**	**What is life like in the Amazon?**	**How will our world look in the future?**
Key Skills	• describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.	• describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Knowledge	The children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable. A positive approach which considers solutions and seeks to engage children creatively. We also need to avoid suggesting to the children that it is their job to 'save the planet'. A more realistic approach draws attention to ways we have it in our power to make good choices and wise decisions on a personal and community level. Ultimately, learning about sustainability challenges us to consider our relationship with nature.	Children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate.	Children will consider the past, present and future of their local area. The way we have lived for the last 200 years can no longer be sustained. Rapid material growth has caused untold damage to the Earth. Humans have dug up raw materials, built over natural habitats, and constantly dumped waste, damaging the planet, on which all life depends. Rather than trying to work within the Earth's natural systems, development has gone on with little regard to the Earth's systems. Consequently, the atmosphere and the seas warm up, the glaciers melt and sea levels gradually rise. Inspire children so that they feel empowered to take on the challenges they find around them. Introduce them to the natural world as a source of hope, beauty and inspiration.
Key Vocabulary	Sustainability, habitat destruction, endangered, extinction, conservation, Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels	Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west, Primary and secondary source,	Human/physical features, topographical features, region, enquiry, future, Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow, Industry, employment, primary, secondary, tertiary or

	(oil, gas, coal), Marine, ocean (and the names of the world's oceans), endangered species, enquiry, biodiversity, recycle, waste	human and physical features, city, state, rainforest, Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, Rainforest, deforestation	quaternary, Amenities, accessible, public services, public spaces, Community spirit, public spaces, Sustainable development.
Resources Required	World map, atlas, mineral, renewable, non-renewable, Animal, vegetable or mineral items, physical examples of minerals, digital camera or tablet Comic Life or Explain Everything app, ipads, clipboards.	Modelling clay in a range of colours, cocktail sticks, atlases, climate data, ipads or computers, non-fiction books about cities from around the world, deforestation charts, materials for props e.g. paper, card or modelling clay,	A map of the local area, clipboard and paper, digital cameras, unusual listed buildings, home of the future photos, paints, newspapers, local resident visitor.